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ABSTRACT

The California Master Plan for Higher Education charges the state's community colleges with providing general education for transfer, vocational training, and basic skills instruction to state residents. In response to concerns over low transfer rates, particularly for students from historically underrepresented groups, the Academic Senate for the California Community Colleges created the Transfer Center Pilot Program among 28 community colleges, 8 University of California campuses, 14 California State University campuses, and 13 independent colleges and universities. The program was designed to provide services at both the community college and university level, including counseling, matriculation components, faculty advising, articulation and career development, data collection, and honors and mentoring programs. A fall 1989 evaluation of the pilot program found that Transfer Center colleges increased the number of students transferring to state universities, as well as course articulation activity among the segments. As a result, minimum program standards were developed and funds provided to implement Transfer Centers at all community colleges. In promoting transfer, both state and local academic senates play an important role in educational and budget planning processes, curriculum development, program review, accreditation efforts, ensuring student equity, and accountability initiatives. Faculty, such as transfer center directors, counselors, articulation officers, and transfer specialists, also play a major role in transfer. Contains 23 suggestions to help academic senates ensure support for transfer. (HAA)

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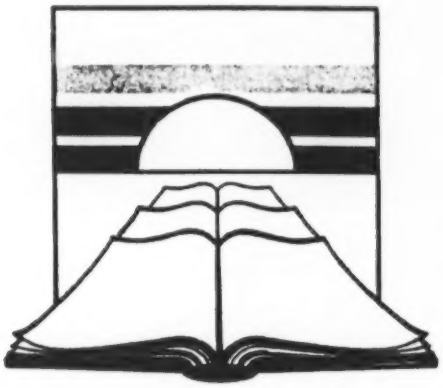
ED 403 007

TOWARD INCREASED STUDENT SUCCESS:

Transfer as an Institutional Commitment



THE ACADEMIC SENATE
FOR
CALIFORNIA COMMUNITY COLLEGES

Adopted
November 1996

JC 970 126

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ABSTRACT

The *Master Plan for Higher Education* charges the California Community Colleges with the mission of providing Transfer General Education, Vocational Education, and Basic Skills Education to the citizens of California. Subsequently, the legislature established and supported the transfer mission in the overall interest of the state to provide its citizens the opportunity to pursue higher education. Because transfer is a central part of the mission of the system, it is a central area of faculty responsibility.

While faculty concerns about disparate fiscal support for Transfer Centers precipitated its development, this document engages the larger discussion of making transfer an institutional commitment. Accordingly, the implications for local academic senates emerge as a more prominent discussion than the originally planned topic.

This paper explores the background of the Transfer Center Pilot Program, identifies some fiscal issues, and suggests ways for local academic senates to provide leadership related to their primary responsibility for the function of transfer. By providing a brief history, this document equips local faculty with ideas for increasing the overall institutional commitment to the mission of transfer by embedding transfer in institution-wide activities, programs and services.

While many issues impact the discussion of the mission of transfer, this paper does not seek to examine the many individual aspects of the institution that directly impact transfer in detail. The extensive topic of matriculation, albeit critical to successful transfer, is beyond the scope of this document and should be addressed in a future document of the Academic Senate for California Community Colleges. Nor is this document intended to define or prescribe the standards of any particular discipline or profession of the faculty directly involved in programs and

services related to transfer preparation.

The recommendations contained in this document are not all inclusive; instead they serve to provoke ideas on making an institutional commitment to the mission of transfer and thereby increasing the transfer of community college students to four-year universities.

BACKGROUND

An important component of the *Master Plan for Higher Education* in California is accessibility to a baccalaureate degree for citizens of California. The *Master Plan* specifies the right of the University of California and the California State University to restrict access on the basis of academic achievement by selecting the top one-eighth and one-third of the high school graduates, respectively. Additionally, it specifies that those with the ability to benefit from higher education shall have open access to the California Community Colleges. Most of the students who have been historically under-represented in higher education who graduate from California high schools and who pursue higher education begin in a community college.[1] Therefore, an institutional commitment to the mission of transfer is critical to:

1) maintaining access for under-represented student population to a baccalaureate degree, and

2) successfully carrying out the transfer mission of the California Community Colleges.

In 1988, AB 1725 was passed as reform legislation for the California Community Colleges addressing many issues relating to the problems facing the system and its mission and function in resolving those problems. Section 2 of AB1725 addresses the issue of transfer.

a) *As the Commission for the Review of the Master Plan for Higher Education noted in its report, and as others have noted, the decline in the number of students seeking a transfer from the California community colleges including, but not limited to, a decreased number of high school graduates, a lack of coordination*

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[1]Chancellor's Office California Community Colleges, Trends of Importance to California Community Colleges, August 1996, p4

among postsecondary segments and between postsecondary and secondary institutions, and the inadequate provision of student financial aid. This decline represents a serious threat to the historical objective of the community college system to provide access to quality education regardless of personal circumstance. The legislature finds and declares that transfer between the California Community Colleges and California's four-year public universities is a matter of statewide concern.

b) *If the community college system is to fulfill its role in meeting the educational needs of this state in future years, there is a need for a reinvigorated transfer program in that system, involving a closer articulation between the community colleges and the other segments of public postsecondary education as to educational programs, expectations, and responsibilities, and involving the communication of the respective educational expectations of those segments to the high schools. The provision of quality transfer education is a primary mission of the community colleges.* [2]

Governor Deukmejian signed Senate Bill 121 (Hart) in October 1991. The bill established that a strong transfer function is the joint responsibility of the California Community Colleges, the University of California, and the California State University systems.[3] California's Code of Regulations, Section 51027 requires the governing boards of each community college district to "...recognize transfer as one of its primary missions and ..... place emphasis on the preparation and

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[2]Vasconcellos John, Assembly Bill 1725: *Community College Reform* 1988

[3]Hart, Gary SB121:Transfer, October 1991

transfer of under-represented students."[4]

The 1992 Basic Agenda of the Board of Governors for California Community Colleges (BOG), includes a commitment to the transfer of students. The mission includes "To improve the mission function, the Board of Governors recommends the following specific initiatives:

(1) Implement the guaranteed transfer provisions of the revised *Master Plan*.

(2) Implement the General Education Transfer Curriculum.

(3) Reaffirm its strong support of vocational education, which is equal in importance to transfer education.

(4) Seek methods to accommodate the growing demand for student access, especially for under-represented students."[5]

Among the initiatives proposed by the Board of Governors that would facilitate the supportive environment for access and success are:

(a) Intensify efforts to increase the number and success of historically under-represented students in transfer programs, and

(b) Enhance the current efforts of special support programs in recruiting, retaining, and transferring under-represented students through a more comprehensive assessment of program activities.[6]

The Academic Senate for California Community Colleges

The Academic Senate for California Community Colleges has held a longstanding

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[4] Barclay's California Code of Regulations, *Section 51027*, Register95, No. 4-14-95, p306-307

[5] California Community Colleges Board of Governors, The Basic Agenda: Policy Directions and Priorities for the Nineties. July 1992, p 5

[6] California Community Colleges Board of Governors, p7-8

commitment to increasing the transfer of students to four-year institutions. The Senate has placed emphasis on increasing the transfer rate of students who have been historically under-represented in higher education.

Particularly noteworthy, in this ongoing effort of the Academic Senate, are the 1991- 1993 activities toward the development and adoption of the Student Equity Regulations. The BOG adopted the regulations that addressed individual college responsibilities for the success, access, and transfer of the diverse student population in the California Community Colleges.[7] In response to the Board's Student Equity Policy, the Academic Senate adopted the document entitled *Student Equity: Guidelines for Developing a Plan.* The document provides guidelines to assist local colleges in the development of a Student Equity Plan.

The Academic Senate intends to continue issuing papers which will address components of the broader issue of transfer preparation with specific concern for the successful transfer of historically under-represented populations. There are many factors which affect the successful transfer of a student from a community college to a baccalaureate institution, and consequently influence the role and responsibility of colleges and their collective faculty. These factors are not collectively addressed in this paper, but may be subjects of previously adopted or future papers as part of the Academic Senate transfer issues series:

- faculty mentoring;
- institutional and financial resources;
- how the transfer rate is calculated;

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[7] The Academic Senate for California Community Colleges, *Guidelines for Developing a Student Equity Plan*, April 1993, p1

- individual student access, retention, and completion rates;
- access to information about the transfer process;
- available space in the receiving institution;
- academic preparation of the student;
- familial or cultural particularisms;
- perception of capability to transfer;
- sociological variables; and
- individual faculty and staff, college, community college system and legislative commitment.

Among these topics as listed above, Mentoring was addressed. In November 1993, the Academic Senate for California Community Colleges adopted the paper *"Student Mentoring: Responding to the Laroche Challenge,"* the first of a series of papers put forth on the issue of transfer. While the mentoring paper emphasizes ways individual faculty can support the mission of transfer, this paper addresses the institutional and local academic senate responsibilities, as well as fiscal issues related to transfer. This paper emphasizes the role of the local Academic senate in representing the collective wisdom of the faculty of the college and advancing the institution's transfer goals.

Transfer Center Pilot Program - Development and Implementation

Vital to the understanding of the transfer mission is a historical perspective of the *Transfer Center Pilot Program*. This intersegmental effort began in 1985 as one of the means to increase the transfer rates of students , particularly under-represented students, from the community college system. The pilot program was developed in response to concerns about transfer

expressed by state policymakers, educators and civil rights groups including the Mexican American Legal Defense Fund (MALDEF). The expressed concerns focused on the disproportionately low transfer rates of community college students, particularly among ethnic minority, disabled and other students who have been historically under-represented in higher education and among the population of students transferring to four-year institutions.

The 1985 Governor's budget included 3.37 million dollars to fund the first year of a three year pilot program in which the California Community Colleges (CCC), University of California (UC) and the California State University (CSU) would cooperate to establish up to twenty Transfer Centers.[8] In 1985-86, an intersegmental Transfer Center Pilot Program was initiated at twenty community colleges, eight UC campuses, fourteen CSU campuses, and thirteen independent colleges and universities.

The Education Code, Section 51027 defines Transfer Centers as specific locations on a college campus that (1) have a private space for students to meet with university representatives, (2) are readily accessible and identifiable to students, faculty and staff, and (3) serve as a focal point for collaborative functions and activities to increase the transfer rate.[9] Transfer Center faculty and staff members provide direct services to identify, encourage, and assist potential transfer students, particularly students who are under-represented in population transferring to baccalaureate institutions, such as minority, disabled and low-income students.

The Transfer Center Program is responsible for developing and implementing

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[8]Chancellor's Office California Community Colleges, The University of California, and The California State University A plan for Implementing the Transfer Center Pilot Program. April 1985, page A-1

[9]Barclay's California Code of Regulations, *Section 51027*, Register95, No. 4-14-95, p306-307

collaborative transfer efforts with college programs and services at both the community college and university level. Examples of these include:

- Transfer Center Services
- Addressing needs of students who are under-represented in transfer populations
- Coordinated Counseling Services
- Matriculation Components
- Extended Opportunity Program and Services (EOPS)
- Faculty Advising
- Articulation Services
- Disabled Students Programs and Services (DSPS)
- Career Development Services
- Intersegmental data collection and tracking
- Intersegmental faculty curricular efforts
- Guaranteed Transfer Admission Programs
- Honors Programs
- Mentoring Programs
- Campus Research Components
- Other Specially Funded Programs (Governmental and Private)

Of the 3.37 million dollars provided, the Governor's budget allocated 1.87 million dollars to the CCC and 750 thousand dollars to the UC and CSU each between Fall 1983 and Fall 1989. The four-year institutions were each required to use 250 thousand dollars, in conjunction with the

community college funds, to operate and test as a companion, a comprehensive program information system that includes articulation agreements and course equivalency for student and staff use. To that end, the *Articulation System Stimulating Inter-institutional Student Transfer Project (ASSIST)* was developed.

Transfer Center Program - Evaluation

The Chancellor's Office of the California Community Colleges commissioned Berman-Weiler Associates to evaluate the Transfer Center Pilot Program. The evaluation, completed in the fall of 1989, reviewed the degree to which the community colleges and baccalaureate institutions successfully implemented the Transfer Center Pilot Program. It also measured the effectiveness of the project as to percentage increases in transfer of community college students to baccalaureate institutions.

The Berman-Weiler Associates submitted to the Board of Governors in 1989 a report titled *An Evaluation of the Transfer Center Pilot Program: Executive Summary and Recommendations*. They found that the Transfer Centers clearly fulfilled their objectives in terms of the goals and expectations of the project's intersegmental implementation plan .[10] Berman and Weiler designed the independent evaluation to answer two questions:

1) Was the program implemented successfully by participating community colleges and public four-year universities?

2) Was the program effective in increasing transfer rates, particularly among students historically under-represented in transfer populations?

Berman and Weiler collected data on the number of students transferring to the

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[10]Berman and Weiler Associates *an Evaluation of the Transfer Center Pilot Program*, 1989

University of California and the California State University in the Spring and Fall 1989. They concluded that there was a significant increase in the number of students transferring to the University of California in the Fall. More specifically, State-funded Transfer Center (SFTC) colleges were estimated to have increased the number of students transferring to the University of California in the Fall by approximately 30 percent. Though the data was not conclusive, the study indicated that transfer rates increased for students who classified themselves as Asian or Hispanic.

Statistical evidence suggested a slight increase in the rate of transfer of students from SFTC colleges to the California State University. Given the large number of students at the California State University campuses, this slight increase in transfer rates translated into large numbers. The number of California State University transfers from SFTC colleges was estimated to be approximately 500 more than it might have been without the program.

Because of the intersegmental cooperation engendered by the project, course articulation activity and four-year institution participation in community college transfer activities increased. The Transfer Centers initiated special activities and programs to encourage and facilitate the transfer of students who were under-represented in the transfer process. These activities and programs included but were not limited to:

- Developing means for identifying potential transfer students
- Establishing a tracking system for maintaining student information and progress
- Establishing an advisory committee to assist in the development of ongoing activities of the Transfer Center
- Encouraging and participating in campus efforts to identify and remove barriers to retention and transfer for students who have been historically under-represented in the

transfer populations.

- Identifying programs and support services on the university campuses that emphasize support for students under-represented in transfer populations.
- Establishing contact for students prior to transfer.

In October 1990, the California Community Colleges Chancellor's Office published a guide, *A Plan for Implementing Transfer Centers - Recommended Program Guidelines*, that made the following recommendation:

> Based on the experiences of the colleges participating in the Transfer Center Pilot Project and on the findings of the Berman-Weiler Associates evaluation of the project in 1989, the following budget was recommended for the successful operation of a Transfer Center at a medium to large college (3,001 FTES or greater): Minimum Budget Total: $115,000. This amount includes provisions for the following:
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> - Full-time Transfer Center Director/Coordinator
> - Half-time Under-represented Student Transfer Coordinator
> - Clerical support
> - Services to students
> - Program expenses.[11]

[11]Chancellor's Office California Community Colleges, The University of California, and The California State University A plan for Implementing the Transfer Center Pilot Program. April 1990, page A-1

Transfer Center Program - Status

After the Chancellor's Office issued the 1990 program guidelines, based on the successful pilot program, the California Community College Board of Governors adopted the minimum program standards and provided funds for the development and implementation of a Transfer Center at all community colleges. The project was only categorically funded for the first year. After that, districts or colleges were free to decrease, supplant, or supplement the funds intended for, but not categorically allocated to, the transfer centers. As a result of the opposition to categorical funding in favor of local college budget flexibility, predominately on the part of the Chief Executive Officers, transfer center funds were rolled into the districts' and colleges' base apportionment beginning in the 1991 -1992 academic year. Consequently, there is no uniform or minimum level of funding dedicated to Transfer Centers and/or the mission of transfer in the community college system. Depending on the local colleges' or districts' priorities, some Transfer Centers enjoy consistent fiscal support, others do not and struggle simply to exist.

Many faculty and staff of Transfer Centers have expressed concern about the shrinking funds allocated to their Transfer Center programs. The Academic Senate's Educational Policies Committee conducted a survey in 1993 to assess staffing and other transfer concerns. The Committee (through the Academic Senate geocluster structure) distributed the survey to community colleges in the Los Angeles area. The colleges ranged from large to medium to small in enrollment and they represented urban, rural and central areas of Los Angeles County. Only seventeen surveys (57%) were returned to the committee. Three central concerns were voiced:

1. Transfer centers vary in terms of adequate staffing and resource allocation for services.

2. The mission of transfer was more a priority at some colleges and less at others.

3. The surveys also indicated that there is limited Senate contact with Transfer Centers in an advisory capacity.

The funds originally allocated to Transfer Centers by the Board of Governors were as follows:

a. small colleges (less than 3,000 full time student equivalents(FTES), $37,095;

b. medium to large colleges (more than 3,001 FTES), $64,240.[12]

The Chancellor's Office now includes these dollars in the general apportionment to colleges for instructional and administrative support activities; they are no longer allocated separately. Because funds are not required to be used for Transfer Centers or the mission of transfer, a large disparity in the funding of Transfer Centers serving similar numbers of students may exist. For example, College A and College B may both serve 14,000 FTES and fund their Transfer Centers with 15,000 dollars and 101,000 dollars respectively.

Transfer Center faculty and local senates have articulated in public discussions and conferences that they believe the subsequent lack of consistently designated fiscal resources and authority of the Transfer Center Directors over the use of resources resulted in reduced funding and seriously hindered the development implementation, and expansion of Transfer Center programs. The Transfer Center Directors Association conducted a supplementary survey to collect information regarding Transfer Center budget expenditures and staffing concerns. Two questions guided the survey:

(1) Has the college provided additional funding for Transfer Centers?

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[12]Chancellor's Office California Community Colleges, The University of California, and The California State University A plan for Implementing the Transfer Center Pilot Program. April 1985, page A-1

(2) Has the Transfer Center budget been expanded or reduced since 1990-91?

Of the thirty-one colleges responding to the first question, nineteen answered "no" (61%) and 12 answered "yes" (39%). Of the thirty colleges responding to the second question, twenty stated the budget had been reduced (67%), five reported the budget remained the same (17%), and five reported the budget had been increased (17%). [13]

We do not know the actual impact of rolling the categorical funding into the general fund allocation because no systematic assessment, data collection or conclusions of this funding approach have been available.

Transfer Program Minimum Standards

In July 1991, the Board of Governors adopted the Minimum Program Standards for Transfer Centers. Title 5, Section 51027 requires:

(a) The governing board of each community college district shall recognize transfer as one of its primary missions, and shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of under-represented students, including African-American, Chicano/Latino, American Indian, disabled, low income and other students who have been historically and currently under-represented in the transfer process.

(b) Each community college district governing board shall direct the development and adoption of a Transfer Center plan describing the activities of the Transfer Center and the services to be provided to students, incorporating the provisions established in the standards outlined below. Plans shall identify target student

[13]Transfer Center Director's Association, *Transfer Center Survey Summary. April 4, 1995.* P1

populations and shall establish target increases in the number of applicants to baccalaureate institutions from these populations, including specific targets for increasing the transfer applications of under-represented students among transfer students. Plans shall be developed in consultation with baccalaureate college and university personnel. Plan components shall include, but not limited to services to be provided to students, facilities, staffing, advisory committee, evaluation and reporting.

Minimum Program Standards are categorized in four primary areas; they are:

1) establish transfer as a primary mission of community college districts,
2) direct districts to develop and adopt Transfer Center plans pursuant to their mission,
3) specify the transfer services to be provided to students, and
4) provide direction to the districts with regard to facilities, staffing, advisory committees, and evaluation and reporting.

In March 1995, the Chancellor's Office surveyed the 106 community colleges to evaluate how they are implementing the Minimum Program Standards for Transfer Centers. Ninety-nine of the 106 colleges responded. The survey found that while colleges across the system are at varying levels of implementation of the minimum standards, many continue to find creative solutions in pursuit of full adoption and implementation[14]. A recurring theme throughout this report was the importance of strong networking relationships among the instructional and

[14]Chancellor's Office California Community Colleges, Transfer Centers: Implementing Minimum Program Standards - A Survey of Transfer Centers in the California Community Colleges. Spring 1995. pi

counseling faculty as well as faculty in various other student services programs serving transfer students.

In July 1995, an update on Transfer Centers, including a summary of the survey, was presented to the Board of Governors Joint Sub-Committee on Educational Policies and Student Services. The report, "Transfer Centers: Implementing Minimum Standards," was distributed to Board members and a copy is available at college Transfer Centers and Academic senate offices.

INSTITUTIONAL COMMITMENT

Transfer preparation is a cornerstone of the California Community Colleges' mission. The successful transfer of students is an institutional responsibility and requires a campus-wide commitment at all levels. Boards of Trustees, top level administrative staff, faculty and support staff must consider the transfer mission a priority. Transfer preparation must be recognized as an "academic and professional matter" as defined in Title 5, Section 53200. Transfer preparation is therefore, one of the local academic senate's primary responsibilities. Central to improving the transfer of students is the need for collaborative efforts among the Transfer Center faculty and campus-wide programs and services at community colleges and baccalaureate institutions. Colleges that are most successful in implementing transfer programs and policies are those colleges that have broad participation and collaboration across their campuses. Although there are factors affecting transfer over which community colleges have little control, there are many strategies and efforts that can improve the transfer preparation of students, particularly those who are under-represented in the transfer population.

The campus climate can have an overwhelming effect on the achievement of educational goals. A supportive, nurturing campus climate which welcomes and encourages students can

positively affect overall student success. According to Vincent Tinto, "Communities, educational or otherwise, [that] care for and reach out to their members and [that] are committed to their welfare, are also those which keep and nourish their members. Their commitment to students generates a commitment [by] students to the institution. That commitment is the basis of student persistence."[15]

The day-to-day activities and operations of a college should be scrutinized by measuring their impact on student success and transfer. The way a student is received in admissions, assisted at an information counter, or directed to a location can be an indication of the campus climate and can affect the probability of student success.

The Role of the Academic Senate in the Transfer Mission at the Community College

Both state and local academic senates can serve to support transfer as a primary mission of the community college. The Senates can and should work in partnership with the Transfer Center faculty and staff to further meet the goal of student transfer. The mission of transfer is identified as a priority in the state Legislature and in the *Board of Governor's Basic Agenda*. It is supported by a number of Academic Senate resolutions. Nonetheless, some faculty are still concerned about the lack of an institutional commitment to strengthening the transfer mission on their campuses.

Endorsement and active support by community college faculty is critical to the success of any campus-wide transfer program. Rather than considering transfer as a "student services issue," faculty should recommend that transfer preparation be held as an institutional commitment and a primary responsibility of individuals within the college, as well as every department/unit of the college.

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[15]Tinto, Vincent , *The Principles of Effective Retention*, 1988

The Academic senate has primary responsibility for, and must be consulted collegially on, academic and professional matters. Because the mission of transfer is embedded in those matters, it is crucial that local senates support their faculty colleagues who are working with aspects of the transfer function. The regulatory definition of collegial consultation is *"...that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:*

(1) Relying primarily upon the advice and judgement of the Academic senate; or

(2) That the district governing board, or such representatives as it may designate, and the representatives of the Academic senate shall have the obligation to reach mutual agreement by written resolution, regulation or policy of the governing board effectuating such recommendations.[16]

Educational and Budget Planning Processes

Local Academic senates have primary responsibility in institutional (educational) planning and budgetary processes. Educational planning creates the opportunity for the institution to consider transfer as a priority. Colleges should develop budgetary processes that have a connection with the institutional planning process allowing the identified institutional needs and goals to direct the fiscal resources of the district/college. In their primary role regarding processes for institutional planning and budget processes, academic senates could prioritize the issue of transfer, determine the appropriate short-term and long-term approaches in achieving their goals, and provide such advice to the governing board.

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[16]Barclays California Code of Regulations, Title 5, Article 2. Academic Senates, 53200 (d)1-2. Register 90. Nos 48-50;12/14/90, page 329

Senates can further demonstrate their support in the budget process by clearly and forcefully articulating that transfer is a primary mission of the community colleges and that continued state funding allocations are necessary. Also, senates can recommend that Transfer Center budgets be allocated as a categorical funding within the local college or district.

Local senates in districts that have collective bargaining units should be aware that some of these issues have implications for collective bargaining and may be included in the contract. It is important for senates and bargaining units to work together in these areas in the best interest of the students.

Curriculum

As faculty develop and revise courses and programs, the curriculum process set by the local academic senate and governing board ensures the academic integrity of the course or program. Considerations in the curriculum process includes the meeting of minimal state academic requirements, faculty determined content and pedagogy, and locally determined requirements such as cultural breadth and support for transfer preparation. The local academic senate should also consider the contribution the Transfer Center faculty can make as active participants or resource individuals in the curriculum or other related processes that affect student success.

Program Review

Local Academic senates play a central role in developing and implementing local program review processes. The process can help determine how well the program meets students' educational and support needs. In developing the models, academic senates will identify the criteria, research needs, and methodologies. The development of these models presents an

opportunity for discussions of educational philosophy and student success measures. As a qualitative and quantitative standard, individual departments and units could be required to reflect explicit efforts related to transfer preparation. The recently adopted Academic Senate document, *Program Review: A Faculty Driven Process,* may serve as a useful resource to Academic senates considering this component of their responsibility.

Local Academic Senate Goal and Structure

Academic senates commonly set goals for the academic year. They can place emphasis on the mission of transfer by establishing the goal for the college to increase the student transfer rate by a certain percentage.

Academic senates have the regulatory prerogative of determining their structure and function. Through their constitution and/or bylaws, academic senates establish and operate standing and ad hoc committees. One such committee could be tasked exclusively with the responsibility to address institutional transfer issues and make recommendations to the local academic senate. Another approach could be that local senates recommend the placement of the Transfer Advisory Committee into the shared governance process. The senates could then give the Transfer Advisory Committee the charge to address institutional transfer issues and make recommendations on academic and professional matters related to transfer to the local Academic senate.

With the participation of the Transfer Center faculty, either committee could serve as the segment within the local Academic senate which provides technical support to units and departments that 1) are in need of revising their transfer activities or 2) have not made the connection between their day-to-day activities and their impact on successful transfer. Because

faculty involvement is critical to a successful transfer process, local senates should be instrumental in profiling the transfer mission while being sensitive to the purpose and responsibilities of the Transfer Center Advisory Committee.

Peer Review Criteria

In districts where tenure evaluation procedures are collectively bargained, the bargaining representatives have a statutory responsibility to consult with the local academic senate on the development of the tenure and evaluation process. Academic senates provide valuable influence on the development, implementation, and maintenance of the local tenure and evaluation process as well as influence on the qualities of an effective faculty member, the ethics of the profession, and standards for evaluation. A category recommended in the previously adopted Academic Senate document on tenure evaluation, and therefore common to many local tenure evaluation processes, is "Respect for Students." Local Academic senates could further define this category or other categories of criteria and standards to include activities which support student success and transfer preparation.

Accreditation

"Accreditation provides assurance of the institutional integrity, quality, and effectiveness....More importantly, accreditation is the system by which the internal community of an institution evaluates itself and plans for improvement in quality and effectiveness."[17] Local academic senates enjoy the right and responsibility to sign the college's accreditation self-study document. The accrediting standards address the issue of transfer on many levels. In many of the

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[17]Accrediting commission for Community & Junior Colleges, Guide to Institutional Self Study &Reports to the Commission, 1990, p1

standards, the direct relationship of the standard to some function of transfer is evident. Therefore, academic senates can be instrumental in focusing on the issue of transfer as a mission of the institution by identifying their underlying assumptions regarding the interpretation of the standards and providing the local Academic senate president signature if the report places significant emphasis on the mission of transfer.

Student Equity

The California Community Colleges Board of Governors adopted the Student Equity Policy requiring districts to develop a plan for success of students who have been historically under-represented in higher education.[18] The changing demographics of the population of the state prescribes an institutional versus segmented approach to addressing student success. The support and participation of the local Academic senate in the development and implementation of the Student Equity Plan is essential for a successful endeavor.

Local Academic senates can affect the student equity plan by ensuring the transfer rate indicator is included in the student equity plan and that related implementation strategies are implemented.

Accountability

Assembly Bill 1725 (1988) states, "The board of governors shall develop and implement a comprehensive community college educational and fiscal accountability system."[19] In order to comply with the requirement to provide a report to the Legislature and the BOG on or before July 1, 1990, the Chancellor commissioned and appointed a task force, *The AB 1725 Accountability*

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[18] California Community Colleges Board of Governors, *"Student Equity Regulations"*, September 1990. p1

[19] Barclays California Code of Regulations, Title 5, Section 71020,5 (b)1-2. Register 90. Nos 48-50;12/14/90

Task Force. The task-force proposed a model accountability system for demonstrating the system's responsibility for the obligation of the California Community Colleges set forth in various legislative statutes, regulations, and board policies. The accountability model for the system requires districts to provide data on five components:

1. Student Access
2. Student Success
3. Student Satisfaction
4. Staff Composition
5. Fiscal Condition

To that end, districts are already required to provide data regarding student goal achievement of transfer. The accountability model indicators include:

1. Number and percentage of students identifying transfer as a matriculation goal
2. Number of students who transfer to a senior institution
3. Transfer rate for probable transfer students
4. Grade Point Averages of transfer students at senior institutions after one semester and after one year
5. Number and percentage of transfer students completing precollegiate courses
6. Number and percentage of students transferring to another California Community College (Not a part of Statewide Student Follow-up System of the Matriculation Data Collection Requirement)

7. Number and percentage of transfer students completing baccalaureate degrees.[20]

While helpful in evaluating how well the mission of transfer is being met, faculty should be cognizant of other variables which may affect a disparity between the data and actual transfers. For example, senates should consider the emphasis placed on students who have been historically under-represented in higher education and the desire of many African-American students to attend a historically black college or university (HBCU). If the college is successful in transferring large numbers of students to HBCU's, it is not reflected in the accountability data. Similarly, the number of students who choose to transfer to an out-of-state or private institution will not be reflected in the transfer data. Moreover, the whole issue of transfer readiness (possess units and requirements to transfer) and actual transfer raises the problems related to the accurate calculation of transfer rates.

Local Academic senates should therefore seek to affect the district's/college's research agenda to define needed research and build upon existing research that will further equip the local Academic senate to advance the goal of transfer. If local Academic senates are at small districts/colleges that have little or no research capability, because the requirement exists to provide the accountability information to the Chancellor's Office, attention should be placed on this minimal level of research capability. While it may not be centralized in a research office per se, some staff person in the institution has the responsibility of collecting a minimal level of data.

Development of Transfer Plans

In collaboration with Transfer Center faculty, the local academic senate should be directly

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[20] California Community Colleges Board of Governors, *"AB 1725 Model Accountability System"*, July 12-13, 1990. p10

involved in the designing and implementing of a campus-wide transfer plan. The governing board of each community college district is required by Educational Code Section 51027(A) to recognize transfer as one of its primary missions and to develop and adopt a campus wide Transfer Center plan. The plan is to describe the activities of the community college which facilitate student transfer with a special emphasis on the preparation and transfer of under-represented students.

The development of a transfer plan will enable colleges to assess the effectiveness of their current transfer practices, including curriculum offerings, and evaluate the need for new strategies and activities. The delivery of transfer services can be improved through cooperative working relationships both intra-segmentally and inter-segmentally among administration, faculty, and student services professionals. These activities and partnerships should be put forth in an institution's transfer plan.

Advisory Committees

Title 5 Section 51207 (H)(4) requires "that each district shall designate an advisory committee to plan the development and implementation of ongoing operations of the Transfer Center." Membership shall be of representatives of the campus departments and services. In-as-much as transfer has been established as an "academic and professional matter," and the local senate is authorized to make faculty appointments to district and college committees, groups or task forces, the faculty have the opportunity to exercise a strong voice and influence the planning and implementation strategies on transfer issues.

The local academic senate should work with the Transfer Center faculty to ensure local academic senate appointments to the Transfer Center Advisory Committee. Participation on the

Advisory Committee can be instrumental in strengthening the relationship among instruction, counseling, articulation and transfer. This collaboration should result in better opportunities for transfer students. The recommended composition of this committee can be found in the Chancellor's Office report entitled "Transfer Centers: Implementing Minimum Program Standards." To the extent that faculty of the college participate on the advisory committee, the local academic senate should use its regular appointment processes to place the faculty on the committee. The appointed faculty should be expected to regularly communicate with the local academic senate in order to effectively represent the collective wisdom of the faculty.

Faculty Roles in Transfer: Transfer Center Directors, Counselors, Articulation Officers, and Transfer Specialists

The recent decade of developing, implementing, and evaluating the transfer process through Transfer Centers, combined with discipline expertise in the writing of articulation agreements and participation in instructional advisement, has led to the development of faculty knowledge and skills in the areas of state level transfer policy and baccalaureate granting institutions' admissions processes. The faculty that serve in the capacity of Transfer Center Director are in the position to provide essential leadership for their college in ensuring that transfer as a mission is an institutional commitment. Faculty assuming these roles are identified as the primary liaison between the community college and the receiving institution. Their recommendations and advice through consultation is essential for the development of sound educational policy both locally and on the state level. To that end, local senates can strengthen their representation in matters of educational policy relating to transfer by encouraging participation of faculty Transfer Center Directors and Articulation Officers to seek appointments

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to and continue to participate in the following areas:

- Local College and District Academic senates and their committees,
- Intersegmental Articulation Councils including the California Intersegmental Articulation Council, the Northern Intersegmental Articulation Council, and the Southern Intersegmental Articulation Council,
- Project ASSIST,
- California Articulation Numbering System Council,
- Chief Student Services Officers Council,
- Intersegmental efforts including UC Community College Advisory Committee, Historically Black Colleges and Universities Task Force, UC Pathways Pilot Program, and
- State level advisory groups including Chancellor's Office Regional Representation, Local Academic senate, and Chief Student Services Officers Council.

Discipline/Professional Classroom Faculty

The development and maintenance of an institutional commitment are achieved not only through a comprehensive approach by the departments and units but by the participation and cooperation of individual faculty as well. Greater faculty involvement is crucial to the successful institutionalization of the transfer mission. If the transfer mission ultimately becomes the personal and professional goal of the individual faculty member, multiple opportunities presented through faculty/student interaction can be used to further the goal of transfer.

Faculty/student interaction may create an opportunity for the faculty to refer the student to one of the college's support areas. Students who leave or fail are not likely to transfer. To

that end, individual faculty should take advantage of the student interaction to facilitate the student's retention and success. Early recognition of failing performance, referrals to support services such as counseling, financial aid, tutoring, and child care facilities may positively affect a student's educational experience. However, to provide such referrals and support, faculty must be aware of services and resources offered by the district/college.

Instructional faculty can also provide profession or discipline-based advising. Frequently students may indicate a high level of interest in a particular profession or discipline, but may lack the educational sophistication to understand the nuances and intricacies of pursuing a specific goal related to the career. Faculty with expertise and experience can provide discipline specific advice not available in general counseling services. Transfer Center faculty and instructional faculty need to work cooperatively to develop accurate transfer major sheets and make them available to students using on-line available technology.

Transfer Center faculty and staff commonly provide calendars, pamphlets, flyers, and posters of information designed to inform the college community of the transfer services available. Faculty should encourage students to participate in the activities whether the student has indicated an interest in transfer or not. The possibility of helping the student develop an appreciation of his or her potential and motivating the student to pursue the optimal development of that potential exists.

As faculty develop curriculum, content and pedagogy which motivates students to consider transfer can be easily integrated. Concepts and methods involved in transfer can be reinforced through classroom assignment and projects. Finally, Transfer Center faculty and staff are usually eager to have an opportunity to present information to a class of students upon

invitation by the faculty. Whether the class is in the non-credit educational program, vocational educational program, or general educational program, opportunities for transfer and higher degree attainment can be realized.

RECOMMENDATIONS

Clearly, enhancing transfer must be an institutional commitment. For the transfer effort to be successful, we must embed it in the structure of the college, its governance processes, the priorities encoded in budgets, the content as well as organization and delivery of instruction, and the relation of student services to instruction. To be optimal, Transfer Center activities must be placed within this broad nexus of commitment.

The local Academic senate can take the responsibility to support transfer as a primary mission of their community college by working in partnership with the Transfer Center faculty and staff to establish transfer as a commitment of the entire institution. The local Academic senate with its multiple responsibilities for planning and budgetary processes, curriculum and educational programs, faculty development, grading, faculty participation in governance, and matters that affect student preparation and success is the critical constituent in ensuring students desire and do transfer to four-year institutions. To that end, local academic senates should:

1. Take steps to recognize transfer as an institutional responsibility by acclamation or resolution.

2. Support the allocation of fiscal and human resources and the appropriate funding of the Transfer Center and activities that directly and immediately affect transfer.

3. Work with the Transfer Center faculty and staff to study and take a local position on the current funding of your local Transfer Center. Establish the expectation that funding will be at least at the level of initial program funding and will be supplemented not supplanted. Consider the establishment of local categorical funding for the Transfer Center and transfer activities.

4. Work with the Transfer Center faculty and staff to develop and evaluate the Transfer Center Plan to ensure the implementation of the minimum standards.

5. Establish the local Transfer Center Advisory Committee with a faculty majority. Collaborate with appropriate college personnel such as the matriculation, EOP&S, and discipline-based faculty and staff. Be sure faculty appointments are made by the academic senate and a regular committee report is heard by the senate.

6. Explore ways to increase the intersegmental faculty-to-faculty dialogues among the various departments. Identify a small group in the senate to explore available grant resources to support such dialogue. Promote intersegmental faculty projects and exchanges.

7. Examine the articulation process at your college. Influence the process such that the department faculty provide leadership on the establishment of local articulation agreements. Collaborate with the articulation officer to ensure the priorities for the articulation office include among the highest, the establishment and maintenance of local agreements.

8. Support ongoing faculty and staff development. This support includes the provision and maintenance of currency in transfer information, changing transfer requirements and opportunities, scholarship opportunities as well as general exchange of information regarding successful transfer programs and strategies.

9. Include assessment of the transfer mission and success as part of the program review process.

10. Revise and implement Student Success (formerly titled Student Equity) Plans to address strategies that facilitate the successful transfer of students.

11. Support programs that give higher profile to academic opportunities and standards such as mentorship, scholars in residence, intersegmental faculty and student exchanges, and lecture series.

12. Incorporate enhanced transfer function and rates in the goals of the local Academic senate and the goals, mission, and planning processes of the college or district.

13. Analyze and influence the research agenda to ensure that appropriate data regarding the successful transfer of students is available to faculty in the disciplines, and that they are given the opportunities to use the data effectively in their planning and evaluation activities.

14. Link the transfer mission to the college approved Matriculation Plan; focus on retention,

persistence, and success. Use the local senate sign-off as a leverage to ensure appropriate funding for the needed counseling and instructional advisement as well as other needed transfer related services.

15. Urge the administrative and support units to examine their day to day activities and explore how those activities support the transfer mission. Encourage them to review their units thoroughly and to consider how resources can be used more effectively to serve students and the transfer mission directly.

16. Develop and distribute a local document to help faculty in the various departments know how they can promote the successful transfer of students.

17. Work with the Transfer Center faculty and staff to coordinate the availability of transfer information to the various student organizations, groups, clubs, fraternities, and/or sororities. Consider a joint Academic Senate/Student Government resolution or activity that focuses on transfer.

18. Ask that research be done on the completion and transfer of students in various areas of study in the college. Target low transfer areas for attention and support for enhancing transfer. Successful completion rates for key courses necessary for transfer may be revealing. How are students doing in Math and English? How are students doing in areas not necessarily focused on transfer such as the athletic programs or some vocational education programs for which a bachelors degree is available? Look at the research according to gender and racial/ethnic, and age characteristics.

19. Sponsor achievement programs for students who overcome extreme barriers to transfer or may be the first person in their family to go to a four-year university. Identify other opportunities to recognize achievement in your local college or district.

20. Include a demonstrated commitment to transfer and student success as a qualification in job announcements for faculty and support/administrative staff.

22. Establish a tracking mechanism for students that transfer to private, out-of-state, Historically Black Colleges and Universities, Hispanic Serving Colleges and Universities, Native American Colleges and Universities, or Gallaudet University (or any other university not counted in the transfer rate of the college).

23. Recognize that student success is a reflection of the institution and individual success.

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